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ABSTRACT

The students taking part in the training workshop (arranged by the Kentucky Public Service Careers Program and the Kentucky Department of Corrections) came from a variety of backgrounds and were all educationally and socially disadvantaged, but were intelligent and rated high in self-knowledge, social awareness and knowledge of human behavior. Discussion centered around the role and functions of the correctional officer, the history and development of the criminal justice system, understanding human behavior, and racism. Teaching methods were directed toward experiential learning and dealing with problem situations. The workshop organizers were impressed by the readiness of the participants to become involved in group discussions and to read and think critically about the materials provided, in contradiction to the assumptions commonly held about educationally disadvantaged individuals. Conclusions, assumptions and recommendations are made on the basis of the experiences gained by the organizers and participants in the workshop. Appendixes include the proposal, course outline, budget estimate, use of resource people, booklist, and workshop program. (SA)

ED 087878

REPORT AND EVALUATION OF A TRAINING PROGRAM FOR CORRECTIONAL OFFICER TRAINERS

This training program was funded under Public Service Careers Contract Number PC-0408, United States Department of Labor and administered under University of Kentucky Research Foundation Account Number 201-66-8T110-83170

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ACKNOWLEDGMENTS

The planning and presentation of a short duration course with specific, but limited, educational objectives requires the assistance and cooperation of a number of people.

The writers are especially indebted to Dr. Charles H. Reedy, Director of Training, Kentucky Department of Corrections. His support and contributions were of critical importance to the success of the program. Despite the demands of his other duties and responsibilities, he participated in the selection and development of the objectives and educational themes for the training program and acted as liaison and troubleshooter for the problems involved in rennovating the classroom facility.

We wish also to recognize the services of Mr. Michael Nantz and Miss Sharon Receveur, Jobs Now, Inc. Their dedication and resourcefulness in resolving the transportation and financial problems of the trainees made it possible for a substantial number to complete the training program.

And finally, we wish to express our gratitude to members of work details from the Kentucky State Reformatory who literally bailed us out of several situations which threatened to make the classroom facility unusable.

I. Background of Project:

The Training Program for Correctional Officer Trainees (to be referred to as Workshop in subsequent usage) was sponsored by the Kentucky Public Service Careers Program, Department of Personnel in cooperation with the Kentucky Department of Corrections. The Executive Director, Public Service Careers contacted the College of Social Professions, University of Kentucky on June 6, 1972 to initiate formal discussions about the purposes and scope of a training workshop and the College of Social Professions' interest in and resources for planning and conducting such a training program. For purposes of initial planning, a program of instruction was to be developed for a classroom learning experience for twenty-five "disadvantaged" individuals who were to be employed as correctional officer trainees by the Kentucky Department of Corrections.

It was generally agreed that the program should use group discussions, role playing, practical exercises and a liberal use of audio visual aids and resource persons as vehicles for the organization and presentation of the course content. A program of instruction was subsequently developed, submitted and approved on June 20 at a meeting of representatives of Public Service Careers, U. S. Department of Labor, University of Kentucky Research Foundation and the College of Social Professions. (A copy of the Proposal and Program of Instruction is attached to the Report as Enclosure 1).

II. Student Group:

The group was made up of individuals with limited job skills and work experience. Less than half had completed high school. Fifteen of the students were blacks. Most of the students had been in military service and a significant number had a history of arrests and brief periods of confinement. The group was composed initially of nineteen individuals, approximately half of whom were from the Louisville area. The remainder of the trainees were from Western Kentucky.

There are several characteristics of the trainee group which appear to be important considerations in the training of individuals with limited educational attainment for employment in public service programs.

1. The trainees, most of whom came from the so-called 'street culture were highly perceptive individuals and while lacking in formal education, were very knowledgeable about themselves, their attitudes and values.
2. The trainees as a group participated enthusiastically in discussions of issues which they saw as having direct relevance to their prospective jobs. They had difficulty, however, in relating to theories and concepts which were more academically oriented.
3. The trainees were intelligent, aware of social issues and displayed a knowledge of human behavior which was far beyond that expected from their level of formal education.

The variety of life experiences, sense of involvement, sophistication, breadth of knowledge and classroom performance typical of this group of trainees is of particular significance for the selection and utilization of individuals for employment with public service agencies.

III. Role of the Correctional Officer:

Considerable class time and emphasis were placed on the roles and functions of the Correctional Officer with special attention given to his dual responsibilities for custody and rehabilitation. The possible interrelationships and conflicts between these responsibilities were analyzed and discussed. The need for the Correctional Officer to see himself as a human being relating to the prisoner as another human being was the dominant theme of the Workshop. The theme focused on the nature of formal and informal relationships, how they are established and can be used to further the prisoner's rehabilitation and interests.

An additional theme of the Workshop was the changing role of the correctional officer in the field of corrections and, more specifically, within the Kentucky Department of Corrections. The trainees were encouraged to think of themselves as crucial and catalytic agents in bringing about changes in the traditional ways of dealing with prisoners within a framework that recognized realities of the job situation and other sources of support for change within the correctional system. In general, there was a

concerted effort to help the participants recognize the central nature of their position as correctional officers in the rehabilitation of the prisoner and their responsibility for dealing with individual prisoners in a humane way.

IV. Educational Themes of the Workshop:

The purpose of the Workshop as outlined in the Proposal and Program of Instruction was to provide the trainee with a working knowledge of and a perspective on human behavior; an understanding of the interrelationship of historical, social, economic and racial factors in the organization and operation of the American prison system and some alternative models for a more humane and effective correctional system. Within these objectives four major themes and emphases were developed. These themes were:

1. The criminal justice system

   The class was presented with an overview of the history and development of the criminal justice system in this country with particular emphasis on the development of the prison system. A concurrent theme was the presentation of the changing philosophies of correction as these have influenced the criminal justice system. The participants were provided with information about the relationship between the police, courts, prisons, probation and parole services and the various alternatives to institutionalization such as work-release programs

and halfway houses. The students were also presented information about some of the current trends in corrections with alternative models for rehabilitating offenders and the need for further study, experimentation and risk-taking in the development of programs for offenders.

2. Understanding of human behavior

Three types of behavior were stressed: (a) deviance and its changing definition; (b) the effects of institutionalization on individuals and their behavior; and (c) the "psychology" of prisoner-staff relationships. The students participated in group discussions of the various theories of deviant behavior which purport to explain criminal acts and the behaviors which occur in confinement settings. The effects of a total institution, such as a prison, on the inmate was stressed with an emphasis on how the students as correctional officers might help to mitigate the damaging effects of confinement. Consideration was also given to prisoner-staff relationships with a focus on the dual responsibility of the correctional officer for the protection and humane treatment of the individual prisoner.

3. Racism

Racism, how it is manifested in individual and institutional forms and its effects, was a recurring theme

throughout the Workshop. The trainees' involvement in the discussions of racism was complete. These discussions were refreshingly frank and characterized by humor, irony, occasionally emotion, but more often pragmatic suggestions for dealing with the problem. These men have lived with racism. It is a dominant reality in their lives and they have strong convictions about what should be done about the problem.

V. Teaching Methods:

The writers believe that the teaching methods to be used in the teaching-learning interaction is a critical problem and at least equal in importance to the content of the course. We, therefore, identified and used certain assumptions about the nature of the learning process in adults.

These assumptions are:

1. Learning experiences that place adults in the position of being treated as children, interfere with their learning.
2. Individuals need to see themselves as being self-directing and this need is linked to the self-concept of the individual learner.
3. The methodology of choice in teaching adults relies on experiential learning which captializes on the life experiences of the learners, as contrasted with

an approach which uses a simple transmittal of ideas, techniques, information and values. Therefore, simulations, video tape of role playing by members and group discussions were used to foster a high level of involvement for the participants.

4. The learning situation should not devalue or ignore the individual's experiences. This assumption was especially relevant for the men in this Workshop where, in many instances, these life experiences included a history of arrests and a consequent involvement with the criminal justice system.
5. Adult learners are more ready to learn those things which they perceive as being immediately "useful" in their lives. Learning needs should, therefore, be oriented towards problem-solving tasks and focused on assisting the learner to deal with tasks which occur in life situations.

With these assumptions as guidelines, teaching methods were directed toward experiential learning and a dealing with problem situations. A limiting factor in this approach, however, was a lack of clarity among the participants about their specific responsibilities and duties as correctional officers. This suggests that an orientation which included visits to the correctional institutions would increase the effectiveness of the training program by providing all participants with a common

core of experiences on which to base classroom learning.

It should be noted that we were agreeably surprised with the involvement of the participants in group discussions and their readiness to read and think critically about the books and materials provided. This finding is in contradiction to many of the assumptions commonly held about educationally disadvantaged individuals.

VI. Administrative Problems:

The Workshop encountered a number of problems which resulted from the short period of time available to plan the program of instruction; a scheduled renovation of the classroom facility which coincided with the Workshop and the recurrent financial problems of the trainees.

Two problems, although not directly related to the Workshop, are likely to be recurrent and are worthy of further consideration. The first, and most critical problem was the financial situation of the students. Simply stated, most of the trainees did not have enough money to meet their basic needs for food, travel, cigarettes and other personal expenses. To some extent these problems may have resulted in some cases from a failure to budget wisely. However, the increments and intervals of the students' pay made budgeting difficult and generated troublesome misunderstandings about how much they were to be paid and when. These concerns represented a predominant reality and a constant impediment to the teaching-learning process.

A related problem involved difficulties in working out arrangements for providing the trainees with a noon meal. A plan to have the trainees eat at the Women's Correctional Institution were abandoned after one meal when the group elected not to accept these arrangements. The relative isolation of the Pewee Valley facility and the trainee's lack of personal transportation defeated all efforts to deal with this problem. Attempts to operate an order pick-up service to Middletown or Crestwood did not work since most of the trainees could not pay for a noon meal. Some possible solutions to these problems are included under the Recommendations portion of this Report.

VII. Conclusions:

1. The recruitment and training of economically and educationally disadvantaged individuals for employment by state agencies can be expected in time to improve the programs and services of the agencies and increase the range of employment opportunities for a significant number of able and qualified job seekers.
2. The so-called disadvantaged are much better informed, perceptive and motivated than is commonly realized.
3. The development and presentation of programs of instruction for "disadvantaged" students does not require any major changes in the process of curriculum development or teaching methods. There is, however, a need to use modular teaching units whose order of presentation can be changed as learning needs and other considerations

may require.

4. Life experiences consisting of a knowledge of how to live on the street, an intimate acquaintance with the effects of inequality and discrimination, a period of military service and an arrest record may represent a better set of credentials and a better measure of competence than a high school degree. The authors of this report are further inclined to believe that individuals with these credentials may be better qualified to fill responsible positions in corrections, mental health, child welfare and public welfare agencies than many holders of a baccalaureate degree.
5. The termination rate among such employees may be high during the early phases of their employment experience because of problems in getting to their place of work and hostile reactions of peers and superiors based on objections to the employees "life style", manner of self-presentation and skin color.

VIII. Assumptions and Recommendations:

Assumptions

1. That Public Service Careers will continue to serve as a source for the recruitment, training and placement of personnel for the various state agencies.
2. That the training of these employees will involve contractual arrangements with the various colleges and universities of the Commonwealth.

Recommendations

1. Wherever possible, the contracting educational institution be given a minimum lead-in time of six weeks for development of a program of instruction. This would allow time for discussion, planning, the identification of and development of plans for the resolution of administrative problems and approval of the contract.
2. Instruction be conducted in residence at the contracting institution. Such an arrangement would eliminate most of the problems related to housing accommodations, transportation, meals and payment disbursements for the students. Budgetary allowances for such services can be included in the contract and should not materially increase costs.
3. Arrangements be made, when possible, to have the trainee visit the employing agency to meet with his fellow employees and receive an orientation to the prospective work assignments prior to beginning a formal course of instruction.
4. Prospective employees receive a detailed letter, setting forth their rates of pay for the training sessions and when, where and to whom they are to report for payment.
5. Funds for the purchase and free issue of paperback books and other materials be included as a budget item in contracts for teaching services. Our experience indicates that this group of trainees were avid and critical

readers. A careful selection of books and other materials for issue can make an important contribution to the teaching-learning process.

6. If Public Service Careers plans to continue contractual agreements with educational institutions it might be useful to develop a staff position for an in residence coordinator to act as a liaison between the institution and your agency.
7. Arrangements be made to permit trainees to take the General Educational Development Test during the course of their training. Most of the class members appeared to be sincerely interested in improving their educational credentials. An opportunity to take the GED could serve to crystallize a decision to do so.
8. Steps to be taken to reduce the likelihood that new employees will not be able to report to their work assignments. The basic problem is a lack of reliable transportation. Only about a third of the trainees from Western Kentucky, some of whose place of residence is up to seventy miles away from the Kentucky State Penitentiary at Eddyville, owned cars. The ability of these men to report for work on rotating shifts is problematical. If possible, trainees should be helped to work out car pool arrangements or purchase a car during the orientation phase of their training.

APPENDIX I

UNIVERSITY OF KENTUCKY
COLLEGE OF SOCIAL PROFESSIONS
LEXINGTON, KENTUCKY 40506

PATTERSON OFFICE TOWER
ROOM 418

PHONE 606—258-4664 OR
258-4665

June 12, 1972

PROPOSAL AND PROGRAM OF INSTRUCTION

Section 1 -- PREFACE

A. Course:	Workshop for Correctional Officer Trainees
B. Purpose of Course:	To provide the trainee with a working knowledge of and a perspective on human behavior, rules for understanding, relating to and helping prison inmates, an understanding of the interrelationship of historical, social, economic and racial factors in the organization and operation of the American prison system, and some alternative models for a more humane and effective correctional system.
C. Length of Course:	3 weeks
D. Number of Trainees:	25
E. Grantor:	Public Service Careers, Kentucky Department of Personnel.
F. Grantee:	University of Kentucky Research Foundation.
G. Training Location:	Women's Correctional Facility, Pewee Valley, Kentucky.
H. Budget Estimate:	See Annex B
I. Director:	Dr. Roy D. Yarbrough, College of Social Professions, University of Kentucky.
J. Assoc. Director:	Mr. Stanley H. Blostein, College of Social Professions, University of Kentucky.
K. Resource Persons:	See Annex C
L. References:	See Annex D (to be submitted later)
M. Book Purchase for Issue:	See Annex E

Section II -- CONTENT AREAS

Subject	Scope	Hours	Annex
The present correction system, the prisoner and the system, management, operation and administration of a correctional facility, the racial problem in the society and the correctional system.	Major historical developments in corrections (8), Philosophy of punishment (4), The adult offender (8), Origins and meaning of human behavior (20), The deviant identity (8), Imprisonment: process and effects (4), The prison climate (4), Problem prisoners (16), Racial factors in the apprehension, adjudication and confinement process (32), Alternative models for correctional systems (8).	112	A

Section III -- ANNEXES

ANNEX A

ORGANIZATION OF COURSE CONTENT

Subject	Scope	References
Organization of Course	Describe, discuss and set goals for course	None
History of trends in corrections	Examination of the history of the prison correctional system in the U.S. leading to the develcpment of current concepts of correctional practice to enable students to gain an understanding of present correctional methods	Barnes and Teeters, New Horizons in Criminology, pp. 391-543
The philosophy of punishment	Examination of the historical and current rationales for punishment of offenders	Hondersich, Punishment: The Supposed Justification, pp.1-89.
The adult offender	Review of the process of recruitment and labeling of offenders the psychosocial development of the offender	Becker, The Outsiders, pp.1-25.
Origins and meaning of human behavior	Examination of the human development cycle, socialization, roles deviant outcomes	Liiz, The Person, pp. 117-368
The deviant identity	Consideration of the forces and factors in prisons which reinforce the inmates concept of himself as deviant	Gofiman, The Innate World, pp.31-61.
Imprisonment: process and effects	Examination of the transition from prisoner to convict, adaptive patterns of behaviors and the prison environment	Braly, On the Yard.
Prison climate	Continuation of above learning objective	Ibid.

Annex A - Cont'd-

Subject	Scope	References
Problem prisoners	Identification, care and disposition of the ill, homosexual, psychotic and self-destructively anti-social prisoner	Predistributed case material USBP Special Prisoners
Racism in the correctional system	Examination of the pervasive effect of racism in the sentencing, confinement of offenders on the recruitment of individuals for deviant roles	Wilber, Yesterday's People, Grier and Cobb, Black Rage, Wright, The Outsider, Jackson, Soledad Brother, Brown, Manchild in the Promised Land, Leinwald, The Police
Alternative models	Involvement of students in examination of innovative changes in correctional system	None Students will present a plan to change some aspect of the present correctional system

ANNEX B

BUDGET ESTIMATE

Salaries

Director[1]	$3,433.00
Assoc. Director[2]	1,944.00
Resource Personnel[3]	4,000.00

Travel

All Personnel[4]	750.00

Indirect Costs

UKRF[5]	1,792.00

Meals

All Personnel[6]	150.00

Books

Student Issue[7]	475.00

Reproduction

Student Issue[8]	430.00

Total Estimated Costs	$12,974.00

Budget Estimate Cont'd -

1. Based on reimbursement at two ninths of 1971-1972 monthly salary base.

2. Based on reimbursement at one ninth of 1971-1972 monthly salary base.

3. Nine resource persons at a maximum of $75.00 per day for a maximum of four (4) days. Estimate includes $1225.00 for additional resources persons who will be identified later.

4. Travel for Director, Associate Director and nine resource persons.

5. UKRF indirect costs based on 33 percent of combined salaries of Director and Associate Director.

6. Total of 50 noon meals only at a maximum allowable cost of $3.00 each.

7. See attached list of paperback books to be purchased for issue to students.

8. Allows for reproduction of approximately 115 pages of materials for handout at ten (10) cents per page for 35 people.

ANNEX C

ROSTER OF RESOURCE PERSONS

Mr. William Braxton
Regional Administrator
Department of Child Welfare
P. O. Box 361
Owensboro, Kentucky 42301

Mr. Wendell J. Chapman
(Former Hospital Administrator
Kentucky State Penitentiary
Box 125 Overlook Station
Eddyville, Kentucky 42038

Mr. Charles Eastland
Executive Director
Dismas House of Louisville, Inc.
124 West Oak Street
Louisville, Kentucky 40203

Mr. Charles Hormann
College of Social Professions
Office Tower Building
University of Kentucky
Lexington, Kentucky 40506

Mrs. Gail E. Huecker
Department of Economic Security
Capitol Annex Building
Frankfort, Kentucky 40601

Mr. Newton McCravy
Member, Kentucky Board of Parole
653 Southwestern Parkway
Louisville, Kentucky 40211

Mr. John P. Myers
College of Social Professions
Office Tower Building
University of Kentucky
Lexington, Kentucky 40506

Mr. Sam L. Neal
Metropolitan Social Service Dept.
Center Building
522 West Jefferson Street
Louisville, Kentucky 40202

ANNEX C - Cont'd

Mr. Steven L. Porter
Executive Director
Louisville-Jefferson County
Crime Commission
400 South Sixth Street
Louisville, Kentucky 40208

Mr. J. Kerry Rice
Kent School of Social Work
University of Louisville
Belknap Campus
Louisville, Kentucky 40208

Mr. Walter Simpson
Kentucky Department of
Child Welfare
Division of Juvenile Services
162 East Main Street
Lexington, Kentucky 40507

Mr. Jerry L. Stevens
Director, Office of Minority Affairs
Room 7, Miller Hall
University of Kentucky
Lexington, Kentucky 40506

ANNEX E

BOOKS TO BE PURCHASED
FOR ISSUE TO STUDENTS

Braly, Malcolm. On the Yard. New York: Fawcett World Publishing Co., 1967. $1.95

Brown, Claude. Manchild in the Promised Land. New York: Signet Books (New American Library). $1.25

Cleaver, Eldridge. Soul on Ice. New York: Dell Publishing Co., 1968. $.95

Grier, William H. and Cobbs, Price M. Black Rage. New York: Bantam Books, 1968. $.95

Harrington, Michael. The Other America: Poverty in the United States. New York: Penguin Books, 1966. $1.25

Jackson, George. Soledad Brother: The Prison Letters of George Jackson. New York: Bantam Books, 1970. $1.75

Leinwald, Gerald, ed. The Police. New York: Pocket Books. 1970. $.95

Weller, Jack E. Yesterday's People: Life in Contemporary Appalachia. Lexington, Ky: University of Kentucky Press, 1966. $1.75

Wright, Richard. The Outsider. New York: Random House (Prennial Library), 1965. $1.95

APPENDIX II

WORKSHOP FOR CORRECTIONAL OFFICER TRAINEES
WOMEN'S CORRECTIONAL FACILITY
PEWEE VALLEY, KENTUCKY

July 3-21, 1972

DATES AND TIMES*	SUBJECT	PARTICIPANTS
Monday, July 3	Orientation: discussion of purposes of Workshop; expectations; tour of facility, Videotape: Omelet: The Pewee Valley Program	R. Yarbrough S. Blostein
A.M. Session		
Lunch		
P. M. Session	Brief review of major historical developments in corrections: Rationale for punishment	R. Yarbrough S. Blostein
Tuesday, July 4	Holiday	
Wednesday, July 5	The making of the adult offender	W. Chapman R. Yarbrough S. Blostein
A.M. Session		
Lunch		
P. M. Session	Introduction to the criminal justice system	S. Porter
Thursday, July 6	The process of imprisonment; the transition from civilian to convict	W. Chapman
A.M. Session		
Lunch		
P. M. Session	Prison supports for the formation of a deviant identity	W. Chapman W. Simpson
Friday, July 7	The processes of imprisonment	S. Porter W. Chapman
A.M. Session		
Lunch		
P. M. Session	Prison administration and the correctional officer	G. Huecker S. Neal
Monday, July 10	The problem prisoner	W. Chapman R. Yarbrough
A.M. Session		
Lunch		
P.M. Session	Video tape: On trial: criminal justice	E. Black

DATES AND TIMES	SUBJECT	PARTICIPANTS
Tuesday, July 11 A. M. Session	Some of the origins and meanings of human behavior	R. Yarbrough C. Hormann
Lunch		
P. M. Session	Video tape: Inmate behavior	R. Yarbrough C. Hormann
Wednesday, July 12 A. M. Session	Some of the origins and meanings of human behavior	R. Yarbrough S. Blostein
Lunch		
P. M. Session	Video tape: Officer-inmate relationships	E. Black
Thursday July 13 A. M. Session	Prisoner rights in security, custody and control procedures	S. Porter
Lunch		
P. M. Session	Video tape: Security, custody and control	W. Simpson S. Blostein
Friday, July 14 A. M. Session	Role of probation and parole in corrections	C. Eastland C. Hormann
Lunch		
P. M. Session	Video tape: The correctional officer as source of change in inmates	E. Black
Monday, July 17 A. M. Session	Being a prisoner	C. Eastland Dismas House residents
Lunch		
P. M. Session	Continuation of morning session	
Tuesday, July 18 A. M. Session	Film: "The Revolving Door"	C. Eastland
Lunch		
P. M. Session	Practical exercises: the special prisoner and the correctional officer and the prison climate	R. Yarbrough S. Blostein

DATES AND TIMES*	SUBJECT	PARTICIPANTS
Wednesday, July 19 A. M. Session	Historical perspectives on racism	C. Hormann R. Yarbrough
Lunch		
P. M. Session	Racism in the differential administration of justice	E. Black
Thursday, July 20 A. M. Session	Cultural patterns and adaptive mechanisms of the disadvantaged white inmate	R. Yarbrough S. Blostein
Lunch		
P. M. Session	Special problems of black inmates	W. Simpson
Friday, July 21 A. M. Session	Alternative models for correctional systems	R. Yarbrough S. Blostein S. Porter
Lunch		
P. M. Session	Participant evaluation of workshop	Students and directors

*Morning sessions - 9:00 - 12:00 noon
Afternoon sessions - 1:00 - 4:00 p.m.

Encl: (2)
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